



## FURMAN MIDDLE

3400 Bethel Church Road  
Sumter, SC 29154

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	879 Students	
<b>Principal</b>	John Feeney	803-481-8519
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

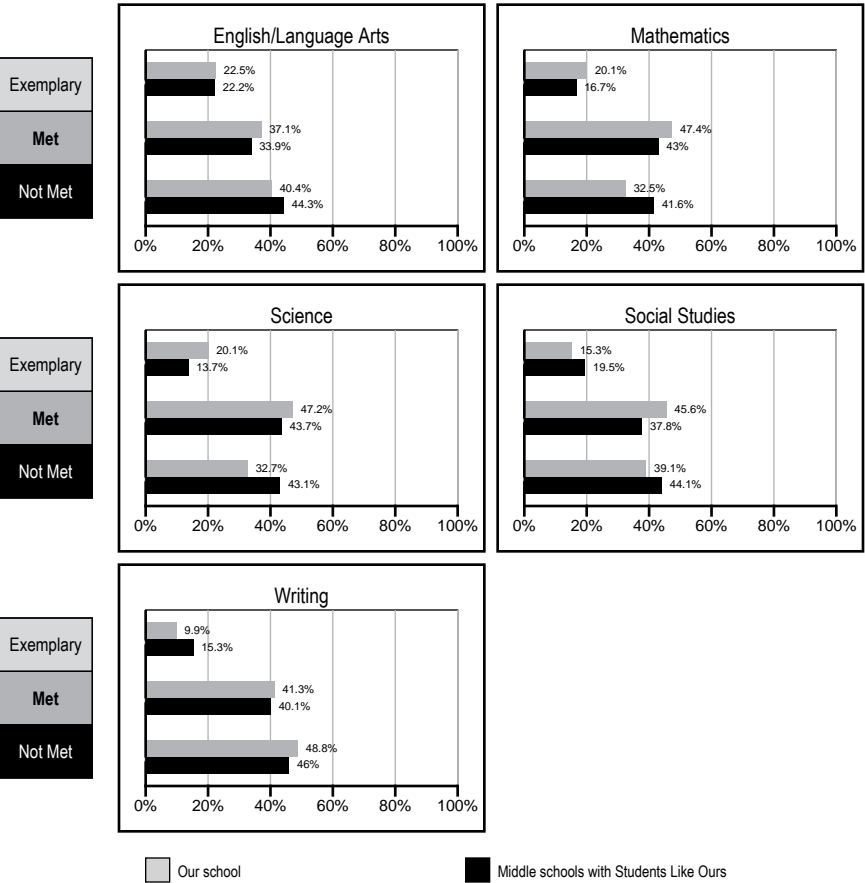
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	30	21	8

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.2%	93.6%
English 1	97.1%	91.3%
Biology 1/Applied Biology 2	N/A	31.0%
Physical Science	N/A	36.2%
US History and the Constitution	N/A	N/A
All Subjects	97.2%	92.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=879)				
Students enrolled in high school credit courses (grades 7 & 8)	46.7%	Up from 5.7%	13.6%	24.5%
Retention rate	0.6%	Up from 0.1%	0.6%	0.7%
Attendance rate	95.6%	Down from 95.8%	95.7%	95.9%
Served by gifted and talented program	20.4%	Up from 18.1%	11.0%	17.8%
With disabilities other than speech	11.8%	Down from 13.2%	10.8%	9.2%
Older than usual for grade	2.3%	Down from 3.5%	2.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	55.8%	Up from 52.9%	59.2%	60.0%
Continuing contract teachers	73.1%	Up from 68.6%	73.2%	82.6%
Teachers returning from previous year	82.2%	Up from 80.1%	82.9%	85.6%
Teacher attendance rate	95.2%	Up from 95.0%	95.2%	95.3%
Average teacher salary*	\$43,982	Down 0.6%	\$44,636	\$46,300
Professional development days/teacher	7.9 days	Up from 5.3 days	10.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Down from 26.7 to 1	20.0 to 1	21.5 to 1
Prime instructional time	90.1%	Up from 89.6%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	74.5%	Up from 71.7%	97.3%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,318	Up 3.6%	\$8,706	\$7,634
Percent of expenditures for instruction**	60.4%	No Change	62.7%	64.0%
Percent of expenditures for teacher salaries**	55.3%	Down from 57.5%	59.1%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Furman Middle School is dedicated to achieving our mission, which is to provide challenging opportunities for all students to attain high academic achievement and to become productive citizens within their communities. To fulfill this mission, the administration and staff are continuously working to improve instruction and create an environment that is caring and supportive. Our goal is to provide meaningful opportunities for students that meet the unique needs of middle school students so that they can reach their full potential. The 2011-2012 school year will see heavy emphasis on Explicit Instruction to allow teachers to focus instruction on critical content.

In an effort to prepare students for the 21st Century, Furman Middle School is embracing technology as an instructional tool. Academic labs that address the four core subjects are in operation for the 2011-2012 school years. This allows intensive, five hours per week of directed instruction tailored to the students' individual weaknesses. We have also expanded the use of technology as every classroom now has a Promethean Board for teacher and student use. As a result of these efforts, students have become more engaged in learning through the use of technology.

In addition to academics, athletics and extracurricular activities are provided to enhance learning opportunities. The school is also providing daily character education training and opportunities for service learning as we teach students to look for ways that they can be involved in helping their community become a better place.

Furman continues to make progress in all areas to provide the best educational opportunities for the students.

John Feeney, Principal

Janelle Saulsgiver, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	55	206	115
Percent satisfied with learning environment	81.8%	82.9%	84.7%
Percent satisfied with social and physical environment	83.6%	80.8%	78.4%
Percent satisfied with school-home relations	63.0%	88.7%	73.8%

\* Only students at the highest middle school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	868	99.4	40.2	36.9	22.9	73.2	79.4	82.4	No	Yes
<b>Gender</b>										
Male	450	99.3	44	33.8	22.3	68.8	75.3	78.7	N/A	N/A
Female	418	99.5	36.3	40.2	23.5	77.8	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	389	99	33.7	38.3	28	78	85.3	88.9	Yes	Yes
African American	441	100	45.7	36.2	18.1	68.6	74.8	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	22	100	40	35	25	75	82.7	79.3	I/S	I/S
American Indian/Alaskan	14	92.9	53.8	30.8	15.4	76.9	86.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	115	99.1	80.8	7.1	12.1	29.3	42.5	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	704	99.9	43.1	36.8	20.1	70.1	76.7	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	867	99.4	32.4	47.2	20.5	80.2	80.8	81.9	Yes	Yes
<b>Gender</b>										
Male	450	99.3	37.5	39.8	22.8	76	78	79.9	N/A	N/A
Female	417	99.5	27	55	18.1	84.6	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	388	99	26.6	46.7	26.6	81.7	86.3	88.9	Yes	Yes
African American	441	100	36.9	48	15.1	78.9	76.5	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	22	100	35	45	20	80	81.9	81.1	I/S	I/S
American Indian/Alaskan	14	92.9	46.2	38.5	15.4	76.9	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	115	99.1	76.8	15.2	8.1	40.4	43.7	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	703	99.9	36.1	45.8	18.1	78.5	78.2	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	582	97.4	32.5	46.9	20.6	67.5	65.3	68.6
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**Gender**

Male	310	97.1	25.6	49.1	25.3	74.4	67.3	68.3
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Female	272	97.8	40.1	44.5	15.4	59.9	63.1	68.9
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**Racial/Ethnic Group**

White	260	96.9	26.2	48.1	25.8	73.8	74.9	80.7
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African American	298	97.7	39	44.7	16.3	61	58.4	51.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	85.3
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Hispanic	12	100	9.1	81.8	9.1	90.9	68.4	61.6
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American Indian/Alaskan	11	100	36.4	45.5	18.2	63.6	78.6	70.8
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**Disability Status**

Disabled	82	93.9	71	20.3	8.7	29	31.9	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	50	60.7
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**Socio-Economic Status**

Subsidized meals	471	98.1	36.2	44.9	18.8	63.8	60.4	57.3
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**Social Studies**

All Students	587	98.5	38.6	46.1	15.4	61.4	68.4	72.5
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**Gender**

Male	296	98.7	37.2	42.9	19.9	62.8	68.3	72
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Female	291	98.3	39.9	49.3	10.8	60.1	68.6	73.1
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**Racial/Ethnic Group**

White	267	98.1	36.4	44.4	19.2	63.6	74.4	81
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African American	297	98.7	39.9	48.7	11.4	60.1	64	60
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	89
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Hispanic	13	100	50	33.3	16.7	50	64.4	69.6
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American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	81	73.5
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**Disability Status**

Disabled	72	100	75.8	14.5	9.7	24.2	36.8	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.7	69.7
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**Socio-Economic Status**

Subsidized meals	476	99.2	41.8	45.5	12.7	58.2	64.4	62.9
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Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	265	97	48.8	41.3	9.9	51.2	67.2	73.2	95.6	96.1
Gender										
Male	140	96.4	55.2	39.2	5.6	44.8	63	67.2	95.3	96
Female	125	97.6	41.9	43.6	14.5	58.1	71.7	79.4	96	96.3
Racial/Ethnic Group										
White	108	95.4	51	36.7	12.2	49	71.8	81.5	95	95.5
African American	148	98	48.1	43.7	8.1	51.9	62.7	61.3	96.2	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	95.2	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	66.7	96.2	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	72.2	94.5	94.5
Disability Status										
Disabled	36	91.7	N/AV	N/AV	N/AV	10	17.1	26	94.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.9	65.7	97.7	97.1
Socio-Economic Status										
Subsidized meals	223	97.3	52.7	38.4	8.9	47.3	62.9	63.2	95.5	95.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	313	100	30.6	45.6	23.8	69.4
	7	284	100	43.5	34.2	22.3	56.5
	8	256	100	52.7	31.8	15.5	47.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	294	100	38.3	37.9	23.9	61.7
	7	305	99	36.3	36.7	27	63.7
	8	269	99.3	46.9	36.1	17	53.1
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	313	100	29.9	46.9	23.1	70.1
	7	284	100	51.3	37.9	10.8	48.7
	8	256	100	57.6	34.7	7.8	42.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	294	100	29.9	48.1	22	70.1
	7	305	99	28.1	42.4	29.5	71.9
	8	268	99.3	40	51.7	8.3	60
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	158	100	45.6	45	9.4	54.4
	7	284	99.7	36.2	50	13.8	63.8
	8	128	100	37.9	44.4	17.7	62.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	92.4	40.7	45.5	13.8	59.3
	7	305	99	27.3	50.4	22.3	72.7
	8	133	99.3	36.1	40.3	23.5	63.9

Abbreviations for Missing Data

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	154	100	25.5	62.8	11.7	74.5
	7	283	100	50.4	39.6	10.1	49.6
	8	128	99.2	41.7	45.8	12.5	58.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	150	96.7	23.5	60.3	16.2	76.5
	7	305	99	46	37.1	16.9	54
	8	132	99.2	38.3	50.8	10.8	61.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	311	97.8	36.6	45.6	17.8	63.4
	7	280	98.9	47	44.4	8.6	53
	8	259	98.5	41.6	45.7	12.7	58.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	265	97	48.8	41.3	9.9	51.2

Abbreviations for Missing Data

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